IN SUMMARY

Detroit Catholic Schools
Roman Catholic officials in Detroit have announced that they want to keep open the 5 schools operated by parishes that are among the 30 slated for closing later this year **Page 4.**

Pushing 'Information Literacy'
Schools must do more to help students learn to use the flood of information available through new technologies, an American Library Association panel says **Page 6.**

Dixie Reform Drive
Groups in South Carolina, North Carolina, and Arkansas have called for a major infusion of new funds to maintain the momentum behind their states' school-reform drives **Page 10.**

Close Call for Illinois
A U.S. Supreme Court decision upholding an Illinois tax on interstate telephone calls has averted a major shortfall in the state budget that could have harmed school finances **Page 10.**

Sharing School Technology
Governor W. Booth Gardner of Washington has called for creation of a clearinghouse on educational technology to help school districts harness the private sector's expertise **Page 11.**

California School Crime Decried
Educators and other officials have failed to provide the safe learning environment in the schools guaranteed by the state constitution, a commission has charged **Page 11.**

Capitol Hill's Education Veterans
John F. Jennings and David Evans, long-time aides to the House and Senate education panels, provide continuity amid Washington's political upheavals **Page 17.**

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ACROSS THE NATION

NATIONAL

Business Said More Aggressive In Promoting School Improvement

The business community appears to be taking a more aggressive role in promoting improvements in the schools, according to a new report by the Conference Board.

Growing concern about the workforce of the future and the slow pace of educational change has spurred businesses to become more involved, the report argues.

Among the developments it cites are:

- Growing dissatisfaction with existing business/education partnerships.
- More frequent meetings of local business groups to assess the economic impact of educational problems and to assist in community planning efforts.
- More involvement by business groups and individual companies in promoting education policy in the legislatures.
- Greater business attention to the quality of local schools, as manifested in speeches and statements of company policy.
- Broadening membership in local partnerships and coalitions.

The report also details business/education programs in Westchester County, N.Y.; Houston; Seattle; Detroit; and Arizona.

Copies of "Beyond Business/Education Partnerships: The Business Experience" are available for $45 each from the Conference Board Inc., 845 Third Ave., New York, N.Y. 10022.

■ **Gulf + Western Inc., the owner of Simon & Schuster Inc., a leading textbook publisher, has purchased National Publishers, a producer of vocational books.**

The terms of the transaction, the latest chapter in the continuing consolidation of the educational-publishing industry, were not disclosed.

The deal is expected to expand the range of vocational products offered by Simon & Schuster's Prentice Hall college, technical, and reference division. National Publishers, based in Elmsford, N.Y., produces training books for the travel and medical-services professions, for use in private technical schools and in occupational high schools.

DISTRICTS

Federal Judge Upholds Restrictions On Religious Books in Classroom

A federal judge has upheld a Winchester, Colo., principal's decision to require a 5th-grade teacher to remove religious-oriented books from a classroom library and a Bible from his desk.

Kenneth Roberts of the Berkeley Gardens Elementary School had argued that the principal's action violated his First Amendment rights. The books were only part of a library available to students during a daily silent-reading period, he insisted, and were not used for religious purposes. Mr. Roberts often read the Bible to himself during that period.

But Chief Judge Sherman G. Finesilver of the U.S. District Court for the District of Colorado cited the books' potential effects on "impressionable" youths in denying the teacher's claim.

"In the instant case," he wrote, "we must balance Roberts' right to free speech against his students' right to be free of religious influence or indoctrination in the classroom."

"We find that the balance lies in the students' favor," Judge Finesilver continued. "Notwithstanding Roberts' arguments to the contrary, 5th-grade students are vulnerable to the examples set by their teachers."

A spokesman for Concerned Women for America, a Washington-based group that represented Mr. Roberts, said last week that it has filed an appeal.

Appeals Panel Rules Against Pre-Game Public Prayers

Even when given by lay persons, religious invocations before high-school football games are unconstitutional, a three-judge panel of the U.S. Court of Appeals for the 11th Circuit has ruled.

Doug Jager, a freshman member of a school band, in 1985 challenged the Douglas County, Ga., school system's policy of opening football games with a public prayer.

Mr. Jager, who calls himself an agnostic, was lectured by the band director about Christianity after he complained to school officials. With the help of the American Civil Liberties Union, he and his father then sued the school system.

A federal court in 1987 banned prayers led by members of the clergy, but allowed those led by others.

But the appeals panel rejected those prayers as well, arguing that the district policy was "unconstitutional because it has a religious purpose and a primary effect of advancing religion." The court said the district wrongly rejected the alternative of a secular pregame speech.

■ **A Mobile, Ala., high-school cheerleader who was partially paralyzed by a fall on a concrete floor during practice will get a $2.1-million insurance settlement.**

Angie McAll, now an 18-year-old college freshman, in 1987 was attempting a back flip onto the shoulders of another cheerleader. Her back was broken and her spinal cord injured, leaving her a paraplegic, according to her attorney, Robert Cunningham.

The school board allowed dangerous cheerleading moves without mats or spotters, Ms. McAll charged in a lawsuit.

The school board's insurance company will pay $100,000, while insurance companies for the teacher supervising the cheerleaders and the former principal at Murphy High School will pay $1 million each.

■ **Kindergartners in suburban Minneapolis would attend classes in space donated by the developer of a massive new business center,** under a proposal by the Wayzata school district.

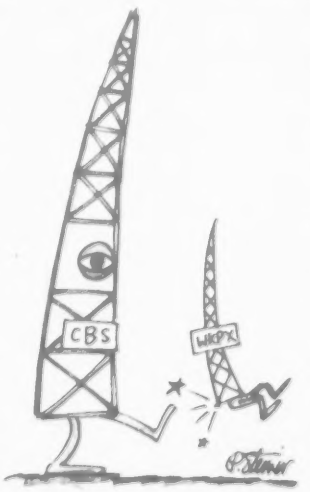
School officials have called for housing an "integrated program" of preschool, kindergarten, and parenting classes in a 285-acre development that is expected to employ as many as 20,000 people.

James W. Brandl, community-education-service director for the district, said he suggested the concept to Superintendent David Landswerk two years ago, after reading about a similar program in Miami.

The Trammell Crow Company, developers of the new Carlson Center, has not yet agreed to the proposal. If it does, Mr. Brandl

Radio Imbroglio

It is the sort of battle that begs to be cast in David-and-Goliath terms: a tiny radio station run by high-school students faces near-extinction at the hands of a giant media conglomerate.



At least, that is the way it seems to people at Piper High School in Sunrise, Fla., who since 1983 have operated a 3,000-watt, "progressive-rock" FM station, WKPX.

When the station applied to the Federal Communications Commission for a long-term broadcast license this summer, it quickly ran into opposition from CBS, Inc., which had bought a Miami-based television outlet, WCIX, not long before.

The problem, say CBS officials, is that WKPX's radio signal interferes with WCIX's audio transmission. Viewers near the school receive the right picture, they say, but can hear only the radio broadcast.

Peter Gutman, a Washington lawyer representing the high-school station, says most of the interference problems were resolved back in 1983. Still, he concedes, it is simply "a law of physics that there will be some interference" in the vicinity of the school.

A big company like CBS should have known that when it bought the television station, Mr. Gutman adds.

"We're not looking to shut down the station as an educational tool for students," insists WCIX's promotions and marketing manager, Steve Weisberg.

Instead, CBS has suggested that WKPX could be assigned another frequency or have its wattage reduced significantly, or students could broadcast through a public-address system heard only on school grounds, he explains.

None of those ideas is acceptable to WKPX. "CBS thinks they're being constructive, but their suggestions are so unappealing as to be worthless," says Mr. Gutman.

"We're not merely a training facility," Mr. Gutman argues. Other community residents air their own broadcasts on weekends and holidays, and the station has developed a large public following.

The case is currently awaiting a decision by the F.C.C.

—J.W.

Budget Has Mixed Message For Other School Programs

By Robert Rothman and Julie A. Miller

WASHINGTON—Some of the education-related programs outside the Education Department fared better in President Reagan's final budget request than many of those within it.

A number of other programs, however, including school lunch, juvenile justice, and school asbestos abatement, were slated for cuts or elimination.

Mr. Reagan kept his pledge to seek a doubling of the National Science Foundation budget by 1992. But he sought a smaller increase for the agency's education programs than for its other initiatives.

As part of his $2.15-billion request for the foundation, the President asked for $190 million for support of science and engineering education—a jump of 11 percent over current funding.

Despite Congressional sentiment for boosting the foundation's commitment to precollegiate education, Mr. Reagan's budget plan seeks a smaller hike in K-12 spending than advocates had hoped for. It calls for an increase of 8.4 percent—to $129 million—for K-12 programs, compared with a 22 percent increase for graduate fellowships.

Erich Bloch, the N.S.F.'s director, said the agency sought relatively modest increases for education programs this year because that part of the budget had already nearly doubled, from $99 million, since 1987.

He also argued that programs aimed at strengthening the nation's "pipeline" of scientific expertise should address the needs of students at all levels, including undergraduate and graduate students.

Mr. Bloch said the agency's plans for the increased funds included supporting the development of middle-school mathematics curricula and doubling, to four, the number of regional centers that focus on science and engineering education for minorities.

Familiar Proposals

Other education-related budget requests ask for changes that have been sought by the Administration before and rejected or ignored by the Congress.

Most notably, Mr. Reagan has again urged lawmakers to alter the school-lunch and breakfast programs so that schools would receive no subsidy for meals served to children whose families have incomes above 185 percent of the poverty level.

Elimination of "upper-income meal subsidies," the budget documents noted, would save $1 billion next year.

Mr. Reagan has made this proposal several times since 1985, when the Congress restored similar cuts made in 1981.

The plan also calls for applying the same income guidelines to family-run day-care centers, where children can now get free meals regardless of their own family's income.

It also repeats a proposal, twice rejected by the Congress, to amend the summer-youth portion of the Job Training Partnership Act to allow local organizations to provide comprehensive, year-round services to disadvantaged youths.

The budget calls for a modest increase for the J.T.P.A., but requests only level funding for the summer-youth initiative.

As it has every year, the Administration proposed eliminating the Justice Department's juvenile-justice program, and requested no funds for grants to school districts facing asbestos-abatement bills.

The juvenile-justice program funds the National School Safety Center and alternative-education services for children with behavioral disorders, as well as a variety of undertakings more directly related to youthful offenders.

The Administration argues that the program, which received $64.7 million in 1989, has served its original purpose of helping to remove juveniles from adult jails. The Congress disagreed with that assessment last year, however, when it reauthorized such efforts.

The asbestos-abatement program, which was funded at $47 million last year, pays for projects that should be the responsibility of local officials, the Administration has repeatedly argued.

The budget calls for $6.4 million to implement the asbestos-abatement law, but requests no money for grants to schools.

Head Start

The Reagan budget calls for $1.2 billion for Head Start, the same amount as in 1989. President-elect George Bush has proposed "full funding" for the program to enable it to reach all eligible children.

The budget requests level funding for a new effort to aid "comprehensive child-development centers" that provide a variety of educational and social services. The program, enacted last year, is modeled after Chicago's Beethoven Project.

Budget Footnotes

[1] Adjusted for comparability. Figure does not include $498 thousand appropriated under Chapter 2 National Programs for a National School Volunteer Program. Amounts for this program are included under the Fund for Innovation in Education.
[2] Adjusted for comparability. The 1988 amount was appropriated as discretionary funds under Chapter 2. The figure for 1989 Appropriation includes $998 thousand for the National School Volunteer Program appropriated under Chapter 2 National Programs. The amount given for 1989 Appropriation does not reflect up to $4,526 thousand in unobligated balances from fiscal year 1987 and 1988 appropriations for Excellence in Education to be made available for the Fund for Innovation in Education. The 1989 Appropriation earmarked $4,940 thousand for Computer-based Instruction, $2,964 thousand for Comprehensive School Health Education, and $1,000 thousand for Technology Education. The 1990 request also includes $1,000 thousand set aside for Technology Education.
[3] Pursuant to Title X of the Anti-Drug Abuse Act of 1988, the amounts listed include a supplemental total of $107,500 thousand as follows: $63,214 thousand for state grants, $7,000 thousand for teacher training, and $17,286 thousand for national programs.
[4] The department proposes to spend this money under a new program that will be outlined later in the year.
[5] Includes $66,000 thousand to fund shortfalls from 1988 and 1989.
[6] To be expended as part of a proposed credit reform initiative not included in budget total.
[7] Administered by the Department of Health and Human Services.
[8] Programs administered by the Department of Labor.
[9] Included in appropriations bill for the Interior Department.
[10] These figures included in the Education Department totals.
[11] Administered by the Environmental Protection Agency.
[12] Administered by the Justice Department.

SOURCE: Office of Management and Budget

DATABANK

President Reagan's 1990 Budget for Education

	FY 1988 Comparable	FY 1989 Administration Request	FY 1989 Appropriation	FY 1990 Administration Request
	(in thousands)			
COMPENSATORY EDUCATION FOR THE DISADVANTAGED				
Grants for the Disadvantaged (Chapter 1):				
Grants to local educational agencies:				
Basic grants	$3,829,600	$3,900,000	$3,853,200	3,900,000
Concentration grants	—	158,365	172,900	262,988
Capital expenses	—	—	19,760	19,760
Even start	—	—	14,820	14,820
State agency programs:				
Migrant	269,029	269,029	271,700	280,938
Handicapped	151,269	151,269	148,200	148,200
Neglected and delinquent	32,552	32,616	31,616	34,778
State administration	38,296	42,050	40,508	40,508
State program improvement	—	4,755	5,686	7,567
Evaluation and technical assistance	7,181	8,000	7,904	12,000
Rural educational opportunities	—	—	3,952	—
Total, Chapter 1	**4,327,927**	**4,586,084**	**4,570,246**	**4,721,549**
Migrant education:				
High-school equivalency program	7,276	—	7,410	7,410
College assistance migrant program	1,340	—	1,482	1,482
TOTAL	**4,336,543**	**4,586,084**	**4,579,138**	**4,730,441**
IMPACT AID				
Maintenance and operations:				
Payments for a children	536,144	547,000	558,220	578,316
Payments for b children	134,036	—	135,356	—
Payments for federal property (Section 2)	15,318	10,000	14,820	15,354
Disaster assistance (Section 7)	—	10,000	—	10,000
Construction	22,978	25,000	24,700	25,590
TOTAL	**708,476**	**592,000**	**733,096**	**629,260**
SCHOOL IMPROVEMENT PROGRAMS				
Educational improvement partnerships (Chapter 2):				
State block grants	478,700	540,500	462,977	478,718
National programs:				
Inexpensive book distribution (including RIF)	7,659	8,200	8,398	8,684
Arts in education	3,315	3,500	3,458	3,582
Law-related education	3,830	3,200	3,952	3,952
National Diffusion Network	10,244	11,200	11,066	11,200
Blue-ribbon schools	—	900	889	1,100
Total, Chapter 2	**503,748**	**567,500**	**490,740[1]**	**507,236**
Fund for innovation in education[2]	4,691	4,570	11,150	15,678
Drug-free schools and communities:				
State grants	191,480	207,000	287,730[3]	297,513
Teacher training	N/A	N/A	7,000[3]	7,238
National programs	38,296	43,000	59,770[3]	61,802
Other School Improvement Programs:				
Christa McAuliffe fellowships	1,915	1,915	1,892	1,956
Mathematics and science education	119,675	119,675	137,332	142,001
Training and advisory services (Civil Rights IV-A)	23,456	23,456	23,443	23,443
Follow through	7,133	—	7,262	—
Territorial teacher training	1,915	1,915	1,976	1,568
General assistance to Virgin Islands	4,787	—	4,730	4,891
Ellender fellowships	2,394	—	3,458	—
Women's educational equity	3,351	—	2,949	—
Magnet-schools assistance	71,805	115,000	113,620	114,620
Leadership in Educational Administration (LEAD)	8,222	4,358	4,306	3,894
Dropout-prevention demonstrations	23,935	21,446	21,736	—
Native Hawaiian Education Act	—	—	4,940	—
Education of homeless children	4,787	—	4,834	4,998
Star schools	19,148	—	14,399	—
Javits Gifted and Talented education	—	—	7,904	7,904
Fund for the improvement and reform of schools and teaching:				
Grants for schools and teachers	—	8,000	3,952	3,952
Family-school partnerships	—	4,000	1,976	1,976
TOTAL	**1,030,738**	**1,126,835**	**1,217,099**	**1,200,670**
BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION				
Bilingual programs	101,198	112,106	110,761	115,797
Support services	9,928	10,903	10,772	10,903
Training grants	35,447	33,564	30,413	30,413
Immigrant education	29,969	28,722	29,640	—
Proposed legislation	—	—	—	30,648[4]
Refugee education	15,209	15,209	15,808	16,345
TOTAL	**191,751**	**200,504**	**197,394**	**204,106**
EDUCATION FOR THE HANDICAPPED				
Education for the handicapped:				
State grants:				
Grants to states, general	1,431,737	1,474,239	1,475,449	1,525,614
Preschool grants	201,054	205,075	247,000	247,000
Grants for infants and families	67,018	68,358	69,831	72,205
Special-purpose funds:				
Deaf-blind and other severely handicapped projects	—	19,722	—	19,486
Deaf-blind projects	14,361	—	14,189	—
Severely handicapped projects	5,361	—	5,297	—
Early-childhood education	23,428	23,428	23,147	23,147
Special-education technology	4,787	4,787	4,730	4,730
Secondary and transitional services	7,372	7,372	7,284	7,284
Postsecondary programs	5,840	5,840	5,770	5,770
Innovation and development	17,233	17,233	17,026	17,026
Media and captioning services	13,216	13,216	13,403	13,403
Regional resource centers	6,415	6,415	6,338	6,338
Recruitment and information clearinghouses	1,149	1,149	1,135	1,135
Special-education personnel development	66,410	66,410	67,095	67,095
Special studies	3,638	3,638	3,594	3,594
TOTAL	**1,869,019**	**1,916,882**	**1,961,288**	**2,013,827**

	FY 1988 Comparable		FY 1989 Administration Request	FY 1989 Appropriation	FY 1990 Administration Request
			(in thousands)		
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
Rehabilitation services state grants:					
Vocational rehabilitation state grants	1,379,500		1,407,090	1,442,071	1,802,123
Supported employment state grants	25,935		26,454	26,900	27,869
Client assistance	7,800		7,880	7,882	7,969
Service and demonstration projects:					
Special demonstration programs	16,580		16,580	16,584	
Supported employment projects	9,520		9,520	9,406	9,406
Model transition grants	475		475	469	—
Recreational programs	2,470		—	2,580	—
Migratory workers	1,100		1,100	1,087	1,087
Projects with industry	17,000		17,000	17,142	17,142
Helen Keller National Center	4,800		4,800	4,841	4,841
Independent living:					
Comprehensive services	12,310		12,556	12,526	12,977
Centers	25,500		25,500	25,686	25,686
Services for older blind	5,800		5,800	5,632	5,632
Training	30,000		30,000	30,134	30,134
National Institute on Disability and Rehabilitation Research	51,100		51,100	52,883	52,883
Evaluation	1,000		1,000	988	1,000
Technology assistance	—		—	5,150	10,650
TOTAL	1,590,480		1,616,435	1,662,182	1,726,284
VOCATIONAL AND ADULT EDUCATION					
Vocational education					
Basic grants	804,216		848,333	831,566	—
National programs	25,658		24,911	26,005	—
Consumer and homemaking education	32,791		—	33,118	—
State councils	7,851		7,851	7,904	—
Community-based organizations	6,845		—	8,892	—
Bilingual vocational training	3,734		—	3,771	—
Proposed legislation	—		—	—	942,239[4]
Permanent appropriation (Smith-Hughes Act)	7,148		7,148	7,148	7,148
Adult education	134,036		150,000	162,210	170,000
TOTAL	1,022,279		1,031,095	1,080,614	1,119,387
STUDENT FINANCIAL ASSISTANCE					
Pell grants	4,260,430		5,011,000	4,463,915	4,740,000[5]
Guaranteed student loans	2,565,000		2,735,598	3,174,400	2,962,533
(Credit-reform proposed legislation)	N/A		N/A	N/A	(4,013,207)[6]
Supplemental educational opportunity grants	408,415		416,563	437,972	452,863
Work-study	588,249		600,014	610,097	610,097
Perkins' loans:					
Federal capital contributions	185,736		—	183,507	—
Loan cancellations	24,892		22,000	22,000	22,000
Income-contingent loans	4,308		50,000	4,940	20,000
State student incentive grants	72,762		—	71,869	—
TOTAL	8,109,792		8,835,196	8,966,729	8,807,493
HIGHER EDUCATION PROGRAMS	534,471		450,195	564,129	536,637
COLLEGE FACILITIES LOANS					
Housing and academic-facilities loans	62,231		1,675	31,315	5,129
COLLEGE CONSTRUCTION LOAN INSURANCE	19,148		—	—	—
EDUCATION RESEARCH AND STATISTICS					
Education research	46,573		51,531	47,079	50,960
Statistics	13,390		23,369	21,736	25,320
National Assessment of Educational Progress	7,563		9,500	9,386	12,050
TOTAL	67,526		84,400	78,201	88,330
LIBRARIES					
Public libraries:					
Proposed legislation:					
Services to the disadvantaged	—		45,000	—	91,000
Resource sharing	—		30,000	—	45,000
Research and assessment	—		1,000	—	1,200
Services	78,986		—	81,009	—
Construction	22,595		—	22,324	—
Interlibrary cooperation	18,669		—	19,102	—
Training and demonstrations	718		—	709	—
Research libraries	5,744		—	5,675	—
Library literacy programs	4,787		—	4,730	—
College library technology	3,590		—	3,651	—
TOTAL	135,089		76,000	137,200	137,200
PAYMENTS TO SPECIAL INSTITUTIONS					
American Printing House for the Blind	5,276		5,381	5,345	5,537
National Technical Institute for the Deaf	31,594		33,031	33,326	35,553
Gallaudet University	62,195		63,463	65,998	68,850
Howard University	172,203		175,647	178,973	184,904
TOTAL	271,268		278,022	283,642	294,844
DEPARTMENTAL MANAGEMENT					
Program Administration	241,028		240,849	255,997	274,946
Office for Civil Rights	40,530		41,341	40,845	45,178
Office of the Inspector General	17,560		17,911	18,179	22,000
TOTAL	299,118		306,101	316,021	342,124
TOTAL, EDUCATION DEPARTMENT	$20,314,175		$21,084,423	$21,900,592	$21,910,000
OTHER EDUCATION-RELATED PROGRAMS:					
EARLY-CHILDHOOD PROGRAMS[7]					
Head Start	1,206,324		1,206,314	1,235,000	1,235,000
Comprehensive child-development centers	N/A		N/A	19,760	19,760
JOB TRAINING PARTNERSHIP ACT[8]					
Summer youth programs	718,050		718,050	709,433	704,433
Job corps	716,135		710,631	741,825	762,000
INDIAN EDUCATION[9]					
Education Department programs[10]	66,326		67,853	71,553	74,168
Bureau of Indian Affairs programs, including B.I.A. schools	239,434		264,844	269,400	270,150
NATIONAL SCIENCE FOUNDATION					
Science and engineering education	139,200		156,000	171,000	190,000
ASBESTOS ABATEMENT GRANTS[11]	40,000		—	47,000	
JUVENILE JUSTICE[12]	66,692		—	64,692	—

Key to Photos of Reagan-Era Players

Following are identifications of individuals, pictured on page 27, who have played key education-related roles in the Reagan Administration over the last eight years.

Top row, left to right:

Terrel H. Bell, President Reagan's first Secretary of Education and only the second person to hold that position in the new Cabinet-level Education Department created by Jimmy Carter in 1979, is credited with fending off intensive efforts by others in the Administration to "dismantle" the department. Mr. Bell engineered the creation of the National Commission on Excellence in Education and brought its report, *A Nation at Risk*, to the President's attention. He resigned upon Mr. Reagan's re-election in 1984 and returned to the University of Utah, where he is professor of educational administration.

Edwin Meese 3rd, who was counselor to the President before becoming U.S. Attorney General in 1985, told California educators in a 1981 speech that President Reagan was "a friend of education." But Mr. Meese was described in a recent memoir by former Secretary Bell as the leader of the "movement conservatives" in the White House who sought to undermine Mr. Bell's initiatives—including the excellence commission—and zero out the federal role in education.

David A. Stockman, director of the Office of Management and Budget in the first Reagan Administration, closely administered a budget-building process that resulted in proposals for deep cuts in domestic programs, including education, in each of the Administration's first three budgets. Mr. Stockman, who engineered the Education Consolidation and Improvement Act of 1981 that created the Chapter 2 block-grant program, exercised tight control over Secretary Bell's Congressional testimony, Mr. Bell says in his memoir, and sometimes leaked word of education proposals to the conservative press. The O.M.B. director, who resigned in 1985, is now a stockbroker.

William Clohan, Mr. Bell's first undersecretary, had previously been counsel to the House Education and Labor Committee. His tenure was cut short, Mr. Bell reports, by White House anger over remarks he made before the Council of Chief State School Officers about the Administration's tuition tax-credit plans. Mr. Meese, the former Secretary says, demanded in May of 1982 that he ask for Mr. Clohan's resignation.

Gary L. Jones, active in the 1980 Reagan Presidential campaign and a former official at the American Enterprise Institute, was Mr. Bell's first deputy undersecretary for planning, budget, and evaluation. He assumed the undersecretary's job after the departure of Mr. Clohan. He resigned, along with other top Bell aides, in 1985 after the appointment of William J. Bennett as secretary of education.

Edward A. Curran, formerly headmaster of a preparatory school in Washington, was among those favored by the White House for jobs in the Education Department. As director of the National Institute of Education, Mr. Curran sent—without the Secretary's knowledge—a letter to the President suggesting that N.I.E. be abolished. Mr. Bell asked for his resignation. Mr. Curran subsequently became deputy director of the Peace Corps; in 1985, his nomination to be chairman of the National Endowment for the Humanities was rejected by the Congress.

Robert W. Sweet Jr., a book salesman and former teacher, was chosen by Mr. Curran to be deputy director of N.I.E. After Mr. Curran's removal, Mr. Sweet was involved in bureaucratic battles over the leadership of the institute, but Mr. Bell finally succeeded in having him transferred to a White House post.

Middle row, left to right:

Manuel Justiz, a professor of education at the University of New Mexico, was Mr. Bell's choice to succeed Mr. Curran at N.I.E. He held the post until March 1985.

Harry Singleton, assistant secretary of education for civil rights from 1982 to 1985, was sharply criticized by members of the Congress and the education community for perceived inaction by his office on rights enforcement. But Mr. Bell's memoir characterizes the O.C.R. chief as frustrated by Administration policies on civil rights.

William Bradford Reynolds, assistant attorney general for civil rights from 1981 to 1988, articulated the Administration's opposition to forced busing for school desegregation, affirmative action in employment, and heavy-handed federal rights-enforcement efforts.

Gary L. Bauer, a conservative activist in the 1980 campaign who worked in the White House from 1981 to 1985, became deputy undersecretary of education for planning, budget, and evaluation in 1985, and then moved into the undersecretary's post vacated by Gary Jones. In that job, Mr. Bauer was an outspoken champion of Administration views on education matters. In January 1987, the President appointed him to the White House post of chief domestic-policy adviser. Mr. Bauer left last fall to head a family-issues think tank.

Clarence M. Pendleton, the President's choice to serve as chairman of the U.S. Commission on Civil Rights, presided during a turbulent period in which the Administration sought to add members with compatible political views and refashion the commission's agenda. He held the post from 1982 until his unexpected death in June 1988.

Linda Chavez, a former assistant to Albert Shanker, president of the American Federation of Teachers, served as staff director of the U.S. Commission on Civil Rights in 1984-85 before being appointed deputy assistant to the President and director of the White House office of public liaison. After an unsuccessful 1986 run in Maryland for a U.S. Senate seat, Ms. Chavez became director of U.S. English; she resigned last fall.

Madeleine C. Will, wife of the political columnist George F. Will, in 1983 was appointed the Education Department's assistant secretary for special education and rehabilitative services. Credited with shaping what became known as the "regular-education initiative," Ms. Will also became embroiled in a debate with her commissioner of rehabilitation services and faced allegations of management impropriety.

Bottom row, left to right:

William J. Bennett became the nation's third Secretary of Education in early 1985. His activist tenure was highlighted by reorganization of the federal research functions, a series of reports on education issues bearing the slogan "What Works," detailed proposals for revamping the elementary and secondary curricula, modifications in the federal Chapter 1, student-aid, and bilingual programs, and a confrontational style. Mr. Bennett left office in September 1988 to write about education and head a think tank on education issues. President-elect Bush last week named him to serve as "drug czar" in the new Administration.

Lawrence A. Uzzell, the head of a private research group called LEARN Inc. that advocated education vouchers and public aid to private-school parents, was tapped by Secretary Bennett in early 1985 to work on parental-choice issues. But he was forced to resign after Senator Lowell P. Weicker at a hearing introduced documents in which Mr. Uzzell called for the abolition of all federal education programs except research.

Chester E. Finn Jr., a former aide to Senator Daniel Patrick Moynihan credited with writing the legislation establishing the National Institute of Education, was named by Mr. Bennett to replace Donald J. Senese as assistant secretary for the office of educational research and improvement. Ironically, one of the Vanderbilt University scholar's first tasks was to consider a reorganization of the federal research functions that included dismantling N.I.E. Mr. Finn resigned last fall to return to the Vanderbilt education faculty.

Dr. C. Everett Koop, named U.S. Surgeon General in 1981, surprised his champions and detractors alike by taking unexpected positions on key health-policy issues. Dr. Koop differed sharply with Secretary Bennett, for example, on the need for AIDS- and sex-education across grade levels, and the need for federal leadership in those areas.

Lynne V. Cheney, named chairman of the National Endowment for the Humanities in 1985, has issued several reports calling for increased attention to the humanities in precollegiate curricula and has established a national center on the teaching of history.

Linus Wright, formerly superintendent of the Dallas Independent School District, replaced Gary Bauer as undersecretary of education in 1987. Despite Mr. Bennett's recommendation that Mr. Wright succeed him in the secretaryship, he was passed over for the Cabinet post. He will begin a private-sector job this month.

Lauro F. Cavazos, the president of Texas Tech University, was tapped by President Reagan for the top Education Department job in September 1988 and retained by President-elect George Bush.

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California Policy Calls for Curb on Science 'Dogma'

Board Backs Teaching Of 'Observable Facts'

By Robert Rothman

In a major victory for the state's science teachers, the California Board of Education has unanimously approved a new policy statement aimed at bolstering the teaching of evolution by urging that pressures to teach "dogma" be resisted.

While the statement does not use the terms "evolution" or "creationism," it significantly strengthens a 1972 directive that critics say was too vague to give adequate guidance or protection in the emotion-charged area.

The new policy, which officials said would send a "strong signal" to textbook publishers, is likely to have an impact on science instruction in other states, because of California's large share of the national textbook market.

The one-page statement asserts that the science curriculum should be restricted to discussions of scientific theories based on "observable facts and testable hypotheses."

"From time to time," it notes, "natural-science teachers are asked to teach content that does not meet the criteria of fact, hypothesis, and theory as these terms are used in natural science and defined in this policy."

"As a matter of principle," it adds, "science teachers are professionally bound to limit their teaching to science and should resist pressure to do otherwise. Administrators should support teachers in this regard."

"Science is science," said Bill Honig, the

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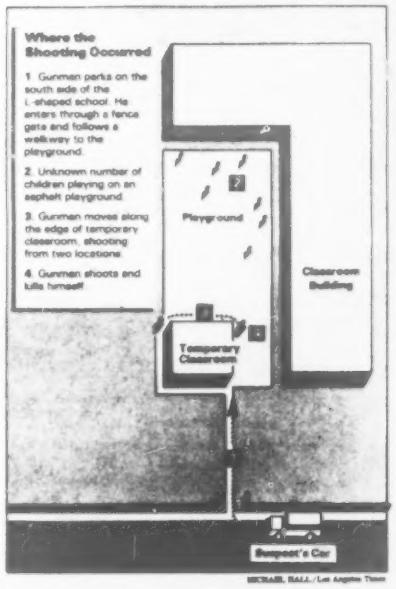
Schoolyard Gun Spree Leaves 6 Dead, 30 Injured


Where the Shooting Occurred
1. Gunman parks on the south side of the L-shaped school. He enters through a fence gate and follows a walkway to the playground.
2. Unknown number of children playing on an asphalt playground.
3. Gunman moves along the edge of temporary classroom, shooting from two locations.
4. Gunman shoots and kills himself.
Playground
Classroom Building
Temporary Classroom
Suspect's Car
MICHAEL BALL / Los Angeles Times

AP Laserphoto

Adults escorting pupils back to school in Stockton, Calif., last Wednesday. Some 100 counselors were on hand throughout the week to help survivors and their families.

With press and wire reports

Shortly before noon last Tuesday, Lori Mackey, a special-education teacher at an elementary school in Stockton, Calif., herded 10 deaf students to the rear of her temporary classroom, desperately trying to shield them from the hail of bullets piercing the air outside.

A second-grade teacher, Janet Geng, wounded in the leg, recalled lying still on the school's playground as asphalt fragments kicked up by bullets flew around her. She feared, she later said, that if she moved she would be shot again.

Ramon Billedo, a pupil at the school, recounted seeing a classmate felled by the rifleman's shot. A teacher dragged the bleeding boy into the school building as the shooting continued.

Continued on Page 4

In Crisis, an Anguishing Unknown: 'How Can We Protect Our Pupils?'

By Lisa Jennings

In the aftermath of what is being called the worst act of violence ever to occur on a school campus, Stockton, Calif., school officials were among those predicting last week that the incident would prompt districts across the country to review their school-safety policies.

Ironically, the unprecedented disaster took place in the only state whose constitution offers both students and school employees an "inalienable" right to campuses that are "safe, secure, and peaceful."

But even in California, where safety is a matter of state law, the extent of school officials' obligation to take preventive measures remains an unsettled issue.

State Superintendent of Public Instruction Bill Honig last week said there was nothing that officials at Stockton's Cleveland Elementary School could have done to stop the lone gunman, Patrick Purdy.

"Society is responsible for allowing for the availability of handguns," he contended, adding that "you can't fault a school for not planning for a guy with a machine gun."

But other school leaders last week were sounding an alarm, citing the incident as an example of the need for much tighter security on school campuses.

Continued on Page 5

Educators Preview 'Revolutionary' Plan For Science Reform

By Robert Rothman

San Francisco—A forthcoming report by the nation's largest science organization has the potential to lead to "revolutionary" changes in science education, participants at a conference here said.

But they warned that even though the group has pledged to push its recommendations over the next few decades, it faces formidable obstacles to making the ambitious plan a reality in the classroom.

The report—the first phase of the American Association for the Advancement of Science's Project 2061—is expected to outline a new definition of what all high-school graduates should know and be able to do in science, mathematics, and technology.

Following the release of the report, the group plans to work with teams of educators in about five districts to develop model

Continued on Page 24

Bipartisan Group Urges Bush To Revive Civil-Rights Enforcement

By William Snider

Washington—If President Bush is to fulfill his pledge to vigorously oppose all forms of discrimination in American society, he must revive the federal civil-rights enforcement mechanisms that "fell into disuse" during the Reagan Administration, a bipartisan commission said last week.

The panel—all of whose members formerly served in federal civil-rights posts—charged in a report that the Reagan Administration veered sharply from the methods used successfully by six previous administrations to enforce anti-discrimination laws. It cited enforcement shortcomings in education, employment, housing, and other fields covered by federal civil-rights legislation.

During Mr. Reagan's two terms as President, the government imposed "virtually a moratorium on the implementation of civil-rights laws and court decisions," said Arthur Flemming, the chairman of the panel, who described himself as a "lifelong Republican."

Quoting language used by Martin Luther King Jr., Mr. Flemming said the panel's report seeks to remind the Bush Administration of "the fierce urgency of now" as the time to start repairing the effects of the past eight years. He characterized Mr. Reagan's policy on civil rights as "the doctrine of non-acquiescence."

The report was issued one day after Mr. Bush promised a group of black leaders gathered here to mark the birthday of the slain civil-rights leader that "bigotry and indifference will find no safe home on our shores, in our public life, in our neighborhoods, or in our homes."

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The Detroit and Los Angeles school systems have been freed from longstanding suits.
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New Push by I.B.M.
The computer giant is now second to Apple in its slice of the school market.
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Montana Equity Plan
The governor would cap school spending in wealthy districts, for starters.
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'Split' Decision at E.D.
For the first time, a research-center grant will go to two competing applicants.
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IN SUMMARY

Desegregation Suits Dismissed
In separate actions, two federal judges have dismissed the Detroit and Los Angeles school districts from desegregation lawsuits against them; Detroit's suit had been open for 18 years. **Page 6.**

A Magnet for Native Americans
Responding to growing concern about the educational problems of Native-American students, the St. Paul school board has approved creation of a magnet school with an Indian focus. **Page 6.**

School Group's Investment Suit
A school-insurance group in New Jersey has sued its former investment counselor and the firm he worked for to recover some $2 million allegedly lost through fraudulent practices. **Page 8.**

Classroom Commercial TV
A communications firm wants to beam a daily television news program, complete with commercials, into high-school classrooms—and give schools the equipment to receive it. **Page 10.**

State-of-the-State Wrapup
Gov. Stanley G. Stephens of Montana calls for education-spending limits in wealthy communities, while New Mexico's chief executive urges college aid for some needy students. **Page 12.**

Tight Times in New York
Public schools in New York State would receive only a 3 percent increase in state aid next year under a stringent budget proposed last week by Gov. Mario M. Cuomo. **Page 12.**

Exempting Church Day Care
The U.S. Supreme Court has declined to review a ruling that let Virginia officials exempt church-run child-care centers from compliance with health and safety regulations. **Page 20.**

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ACROSS THE NATION

NATIONAL

Adult-Literacy Efforts Urged as High Bush Priority

The Bush Administration and the Congress should make efforts to improve adult literacy a high priority, according to a report released by the Southport Institute for Policy Analysis.

The report calls on the federal government to increase spending on literacy programs by $550 million a year.

"We cannot wait for school reform," said Forrest Chisman, who wrote the report for the Washington-based think tank. "The hard fact that everyone wants to ignore is that 75 percent of the workforce in the year 2000 are adults today—they are out of school." He estimated that nearly 30 million adults are functionally illiterate.

"Jump Start: The Federal Role in Adult Literacy" lists ways in which the federal, state, and local governments could seek to improve the delivery of adult-literacy services, which the report characterizes as "fragmented."

It calls for creation of a national research center on adult literacy and a Cabinet-level group to coordinate federal literacy policy.

The report also recommends establishment of a position of assistant secretary of education for adult literacy. Currently, federal adult-literacy programs are managed by the Education Department's office of vocational and adult education, as well as by a number of offices in the departments of Labor and Health and Human Services.

Single copies of the report are available from the Southport Institute, Suite 415, 440 First St., N.W., Washington, D.C. 20001.

Scouting Group Sees Vindication In Sexual-Molestation Decision

The national Boy Scouts organization has claimed vindication in the wake of a Fairfax County, Va., jury's decision absolving it of responsibility for the sexual molestation of a scout by his scoutmaster.

The jury, however, directed the local branch of the organization to pay $45,000 in damages to the former scout, now 17. The boy had originally sought a total of $30 million from the scoutmaster, the national organization, and the local group.

The youth and his family had argued that the National Boy Scouts of America and the National Capital Area Council of the Boy Scouts were negligent in allowing Carlton Bittenbender, who had previously been convicted of child sexual abuse, to serve as a scoutmaster.

The jury found that the Washington-area scouting council, not the national organization, was responsible for selecting Mr. Bittenbender, and so should pay the damages.

"The evidence at the trial clearly demonstrated that scouting is a local activity and that parents, neighbors, and fellow members are the people best suited to select scouting membership," the national group's public-relations director, Frank Hebb, said in a statement.

Mr. Hebb added that the group has a "five-point strategy to create a hostile environment" for potential child molesters. The program calls for stepped-up efforts to screen volunteers and improved education on detection and prevention of sexual abuse.

■ **A standardized test of U.S. history and citizenship will soon be available for aliens seeking legal residence status under the 1986 immigration-reform law.**

The test was designed by the Educational Testing Service and approved by the Immigration and Naturalization Service and the Legalization Assistance Board, a coalition of immigrant groups.

The exam, which matches current I.N.S. standards of basic civic knowledge, will be administered at public-service agencies around the country, for a $10 fee per test.

A "Guide to the English and Citizenship Test for Legalization Purposes" is available from local test centers, whose locations can be obtained from the National Association of Latino Elected and Appointed Officials "Hotline," (800) 446-2536; in California, (800) 346-2536.

STATES

Mississippi Attorney General Bans Fees for 'Necessary' Supplies

Mississippi schools can no longer require students to pay fees for workbooks or any other material that is a "necessary and essential part" of their education, the state attorney general has ruled.

Attorney General Mike Moore stated in a letter to school districts that such fees violate the state constitution's guarantee of a free public education.

Some students have been denied entrance to a class or a final grade because they had not paid certain fees, according to state education officials.

The ruling does not apply to fees charged for extracurricular or optional activities.

Several lawmakers have announced that they will introduce legislation to reverse the ruling and allow further use of fees.

Nationally, a growing number of districts have turned to fees in order to close budget gaps or fund extracurricular programs. *(See Education Week, Dec. 7, 1988.)*

New York State To Expand Eligibility for Bilingual Aid

Student eligibility for bilingual-education services in New York State will be broadened under a new policy announced by Commissioner of Education Thomas Sobol.

The revised rules will allow students who score up to the 40th percentile on a standardized English reading test to receive bilingual aid. Previously, the upper limit for such assistance was the 23rd percentile.

The policy, adopted by the Board of Regents last month, will require all school districts to identify limited-English-proficient students and provide bilingual or English-as-a-second-language services.

Only 178 of the 449 districts that reported having L.E.P. students had state-approved programs in 1986, according to the state education department. More than 105,000 students speaking 85 languages were enrolled in E.S.L. or bilingual programs.

The new policy, which will take effect in the fall, will provide additional tutoring and guidance for students after they enter mainstream English programs. It also sets goals for recruiting more bilingual teachers, bolstering parental involvement, and establishing programs to help students maintain their native language and culture.

The current system too often pushes students with limited English skills out of bilingual programs "before they're ready," Mr. Sobol said.

Mr. Sobol estimated that the policy initially would add about $3 million to the $22 million the state now spends on bilingual education each year.

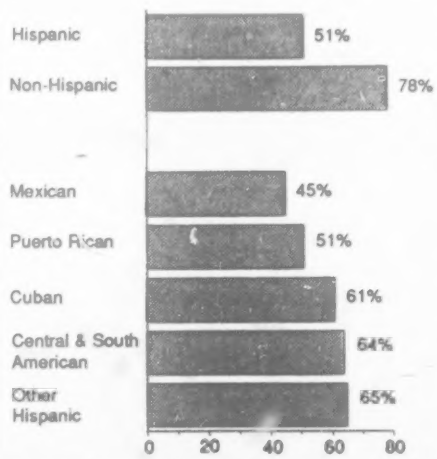
DIMENSIONS

Hispanics: High School and Beyond

Hispanic Americans have substantially increased their level of educational attainment in the past two decades, according to the U.S. Census Bureau.

The bureau's 1988 population survey found that 51 percent of Hispanics age 25 and older had completed four or more years of high school, compared with 32 percent in 1970.

About 10 percent of Hispanics reported completing four or more years of college—an all-time high, but well below the 21 percent level of non-Hispanics.



Within the Hispanic population, educational attainment varies significantly according to country of origin, the survey found.

The Census report also contains a wide range of other demographic data on the nation's 19.4 million Hispanics.

Copies of *The Hispanic Population in the United States: March 1988 (Advance Report)*, Current Population Reports, Series P-20, No. 431 (S/N 803-005-00025-7), are available for $1.25 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.